

Monologue Performance #1 (Test Grade)

ASSIGNMENT:

For this project, you will perform a monologue from the selection provided. See reverse. Your performance must be videotaped and turned in no later than February 10. See instructions below.

INSTRUCTIONS:

1. Introduce your performance by saying "Hi. My name is _____ and I will be performing _____ by _____."
2. Props, costumes, or theatrical makeup are not allowed.
3. One chair may be used.
4. You may use any video camera, phone or web cam to record your performance. If you do not have access to a video camera, you may record your monologue before or after school on February 6 or 8 using the library flip video. See Mr. Wells for use.

COMPLETION:

You may turn in your performance on DVD or via public web service (Ex. Youtube or Facebook). Email the link to cwells@mckinnevisd.net if you use Youtube. Upload the file to "Dowell Drama" if you use Facebook (I will have to add you as a friend to "Dowell Drama" beforehand). Please do not bring me a flash drive or email me a video file. These items are not always reliable. I do not want to run the risk of not being able to open your files.

Character

Actor establishes character after introduction
Clear character development
Consistency and believability
Timing and pace created

Superior (25-21)
Excellent (20-16)
Good (15-11)
Fair (10-5)

Voice

Projection
Diction and clarity
Vocal inflection and proper word stress
Energy in performance
Connection to movement

Superior (25-21)
Excellent (20-16)
Good (15-11)
Fair (10-5)

Movement

Use of body to convey character
Staging, use of space
Stage presence
Gestures and posture appropriate
Connection to voice

Superior (25-21)
Excellent (20-16)
Good (15-11)
Fair (10-5)

Overall Presentation

Introduction includes: your name, title, author
Appropriate material (within actor's capabilities)
Blocking/movement/lines memorized
Commitment to the scene, Focus and concentration

Superior (25-21)
Excellent (20-16)
Good (15-11)
Fair (10-5)

Additional Comments:

Score: _____/100 points

FEMALE MONOLOGUES

Anne Frank (*Talking to Peter*): Look, Peter, the sky. (She looks up through skylight.) What a lovely day! Aren't the clouds beautiful? You know what I do when it seems as if I couldn't stand being cooped up for one more minute? I think myself out. I think myself on a walk in the park where I used to go with Pim. Where the daffodils and the crocus and the violets grow down the slopes. You know the most wonderful thing about thinking yourself out? You can have it any way you like. You can have roses and violets and chrysanthemums all blooming at the same time ... it's funny ... I used to take it all for granted ... and now I've gone crazy about everything to do with nature. Haven't you?

Lindsey: (*Talking to her friend*) I had a boyfriend when I was five. Why can't I get one now? I had them lining up! In kindergarten, I got married. It was just pretend, but we kissed and walked all the way to the circle-time spot holding hands. Then in first grade, three boys all wanted to marry me at once. I was adored! What happened? (*Pause.*) Maybe I don't deserve a boyfriend now. Back then I was little and cute and smart. Now I'm the probably the tallest girl in my state. People think I'm twenty, but I'm thirteen. You don't get glasses, braces, and pimples all in the same month unless you're thirteen. Oh, I wish I could snap my fingers and right-now-ugly me would just disappear! Then I'd be the next me - whoever that is. Who do you think I'll be when thirteen is over?

MALE MONOLOGUES

Charlie Brown (*Talking to audience*): I think lunchtime is about the worst time of day for me. Always having to sit here alone. Of course, sometimes, mornings aren't so pleasant either. Waking up and wondering if anyone would really miss me if I never got out of bed. Then there's the night, too. Lying there and thinking about all the stupid things I've done during the day. And all those hours in between when I do all those stupid things. Well, lunchtime is among the worst times of the day for me.

Chris: (*Talking to his father.*) Dad, I like baseball. Really. I've played it since I was six. Remember? You called me your six-year-old slugger. Well, I'm twelve now, and I've just got other things I wanna do after school. No big deal. Dad, why are you looking at me like that? I didn't ask if I could dye my hair blue, I just wanna quit the team. Don't look so disappointed. We can still play. You and me, on Saturdays. But no pickup games at the park, or with anybody, OK? I don't want to hear it anymore: "Move in everybody. Chris is up to bat. Easy out. Easy out." Please, Dad, I can't stay on the team. Don't make me.

Anne Frank (*Talking to Peter*): Look, Peter, the sky. (She looks up through skylight.) What a lovely day! Aren't the clouds beautiful?

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Lindsey: (*Talking to her friend*) I had a boyfriend when I was five.

Why can't I get one

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pretend, but we kissed and walked all the way to the circle-time

spot holding hands. Then in first grade, three boys all wanted to

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Charlie Brown (*Talking to audience*): I think lunchtime is about the worst time of day for me. Always having to sit here alone. Of course, sometimes, mornings aren't so pleasant either. Waking up and wondering if anyone would really miss me if I never got out of bed. Then there's the night, too. Lying there and thinking about all the stupid things I've done during the day. And all those hours in between when I do all those stupid things. Well, lunchtime is among the worst times of the day for me.

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Name _____ Per. ____

Role Scoring Questions

1. How does the title of the play relate to your character?

2. If your character has a secret, what is it?

3. What sound might you associate with your character? (sighing or wheezing or growling are examples)

4. With what part of your character's does he/she lead?

5. What color might you associate with your character?

6. What animal might you associate with your character?

7. Does your character mask feelings or behaviors? If so, what?

8. Does your character have a sense of humor? Describe it.



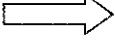
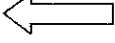


9. In real life, would you be your character's friend? Why/why not?

10. What is your character's most positive trait?

NAME _____ PERIOD ____ DATE _____

WHAT DO WE WRITE ON OUR SCRIPT?

1. Scoring Notes: (mark every sentence) _____

- / a pause within a line
- /// a long pause within a line
-  simple stress on a word
-  greater stress on a word
-  speed up
-  slow down
-  falling inflection
-  rising inflection

2. Blocking Notes: (write one of each) _____

- a. Gestures
- b. Facial expression
- c. Posture
- d. Eye contact

3. Emotion Notes: (write one of each) _____

- a. What is the overwhelming emotion?
- b. When does the character change emotion?
- c. Why does the character change emotion?
- d. Do some lines include subtext?

Name _____ Period ____ Date _____

MONOLOGUE ANALYSIS WORKSHEET

PLAY or MONOLOGUE TITLE: _____

CHARACTER: _____

Objective: What does the character want to do? (Use a verb "He wants to steal...")

Motivation: Why does the character want to do this?

Obstacle: What is in the character's way?

External _____

Internal _____

What is at risk if the character attempts to get what he/she wants?

Given Circumstances: Describe what you know about the character's background.

If it is not clear in the script, imagine it.

How might the setting of the play affect the character?

Analysis: How do you see the character being played? Describe voice and body technique.

Ways to Memorize

1. Read and re- read
2. Write them
3. Quiz with a friend
4. Picture it
5. Act while memorizing –
use in rehearsal
6. Put it to music
7. Memorize with blocking
8. Tie emotions to the lines
9. Videotape or record your
lines
10. Listen to someone else
say it

11. Part to whole – cover up
words then add more
12. Whole to part –
paraphrase until you
have exact memorization
13. Add color
14. Cue cards or post-its
15. Acronyms
16. Say it outloud
17. Use different voices
18. Perform in front of a
mirror
19. Dissect/Analyze

The Car Man
By Eric Bogosian

I don't like to complain. I'm not a complaining kind of guy. I'm a happy guy. It runs in my family: happiness. Never been sick in my life - not one day. Unless you count broken bones, which which which which which I don't - which I don't. I like to stay on the sunny side of the street. I like to stay on the positive side of things. You give me an egg salad sandwich, a cup of coffee, cream, sugar, place to sit down, cigarettes, newspaper, I'm happy. I'm happy. I don't even need the cigarettes. It's a dirty habit. I should quit anyway. But people give you cigarettes. People give you - food, food, food, food's a whole other subject all together. I mean, a guy's not walking around with an egg salad sandwich in his back pocket, you know. And I ain't that crazy or nothing. But you figure an egg salad sandwich run you about eighty or ninety bottles // You're talking short bottles // Maybe twenty bottles / or cans - bottles or cans. It don't make no difference. It don't make no difference.

RAINMAN
moment

} PP

NOTES

Homeless, schizophrenic, coke-bottle glasses, tick w/ hand to face
New York accent, rapid voice
Rainman, Robin Williams in The Fisher King

KEY: Inflection ✓ Stress —
Speed up wmw Pause /
Theme line PP Laugh Line C

Marullus

Wherefore rejoice? / What conquest brings he home? //

What tributaries follow him to Rome,
 To grace in captive bonds his chariot-wheels?
 You blocks, you stones, / you worse than senseless things! //

O you hard hearts, you cruel men of Rome,
Knew you not Pompey? // Many a time and oft
 Have you climb'd up to walls and battlements, +
 To towers and windows, yea, to chimney-tops,
 Your infants in your arms, and there have sat
 The live-long day with patient expectation,
 To see great Pompey pass the streets of Rome

Motivation: Self-interest and revenge. Marullus and Flavius were tribunes of the slain Pompey. They fear the loss of democracy in Rome.

Pointing to decorated statues
 PP "Why are you celebrating?"
 "What is Caesar's conquest - victories over Rome's enemies or over Pompey, Rome's friend?"
 tributaries = captives

Irony: Common people will react in a similar manner after Caesar's death.

chimney tops (Shakespeare's London, not Rome)

from: *Julius Caesar*

Symbol Key

+ slight pause	~~~~~ speed up reading
/ 1-second pause	~~~~~ slow down
// 2-second pause	┌ reading
┌ phrase	└ rising inflection
— simple stress	L falling inflection
== greater stress	C laugh line
=== greatest stress	P character line
┌ pitch level rising	T plot line
└ pitch level falling	PP theme line

PEER PERFORMANCE CRITIQUE

Critique by _____

As you watch your fellow classmates perform, please make note of moments that were done well by the actors and moments that could use improvement. Phrase your comments in ways that are helpful.

Actors critiqued: _____

Characters played: _____

Did the actors stay in character? YES NO

Did the acting seem natural? YES NO Comment: _____

Did the dialogue seem spontaneous? YES NO Comment: _____

Did the blocking appear natural? YES NO Comment: _____

Were there moments that were particularly interesting? _____

Were there moments that needed more work? _____

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